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ABSTRACT

This document presents the results of a survey of New Jersey schools districts examining the state of arts education in New Jersey schools. Data from the department of education's annual series of fall reports of vital educational statistics also was reviewed. The information from the survey was combined with the data in the fall report to provide a picture of arts education in New Jersey in the 1987-88 school year. The survey form was sent to all superintendents of schools in the 592 operating school districts and to over 900 non-public schools. Respondents were requested to form a team to address the questions asked in the survey. These teams included the superintendent of schools, supervisor of curriculum, district arts coordinator or supervisor, a school business official, and a teacher from each of the five art forms (visual arts, dance, theater, music, and creative writing). Teams responded as a group to questions about values, preferences, and priorities in arts education in their districts. Results of the survey were divided into the areas of philosophy and goals, curriculum, staffing, instructional methods, arts resources, arts schools and special arts programs, facilities and equipment, evaluation, and funding. The section on curriculum included information on currency of materials, non-western cultures, graduation credits, full or partial year programs, arts enrollments, and course offerings in arts education. Survey findings report that only nine districts or two percent required more than one-year credit in the arts for graduation from high school. The number of students per instructor was higher in the arts than for other courses. (DK)

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# AN IMPERATIVE FOR NEW JERSEY SCHOOLS

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## A SURVEY OF SCHOOLS

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The Survey Design Committee included Carol Belt, Alliance for Arts Education/New Jersey; John Dougherty, New Jersey State Department of Education; Eduardo Garcia, Literacy in the Arts Task Force; Berda Rittenhouse, New Jersey State Council on the Arts; and Carol Fineberg, C.F. Associates, New York.

The Literacy in the Arts Task Force was directed by the State Legislature to examine the state of arts education in New Jersey schools. A survey of New Jersey school districts was conducted from January-April, 1989. Data from the department of education's annual series of fall reports of vital educational statistics[1] was also reviewed. The information from the survey was combined with the data in the fall report to provide a picture of arts education in New Jersey in the 1987-1988 school year. The survey was co-sponsored by the New Jersey Department of Education, the New Jersey State Council on the Arts, and the Alliance for Arts Education/New Jersey.

### The Survey

The survey form was sent to all superintendents of schools in the 592 operating school districts in New Jersey and to over 900 non-public schools. Respondents were requested to form a team to address the questions asked in the survey. These teams included representatives of major stakeholders in arts education: Superintendent of Schools, Supervisor of Curriculum, District Arts Coordinator or Supervisor, a school business official, and a teacher from each of the five art forms (visual arts, dance, theatre, music, and creative writing). Teams responded as a group to questions about values, preferences and priorities in arts education in their districts. It should be noted as a limitation of this survey that such responses represent best estimates by team members and are not necessarily a valid representation of the groups referred to in the report.

The response rate of 80% (471 of the 592 New Jersey school districts)[2] was considered acceptable for analysis and interpretation. Only 32 of the non-public schools in the state responded to the survey and therefore no valid analysis can be made about arts education in New Jersey's non-public schools.

**Arts Education Survey Return Rate New Jersey 1989**

| County | Rate of Return | Country | Rate of Return |
|---|---|---|---|
| Atlantic | 68% | Middlesex | 76% |
| Bergen | 95% | Monmouth | 77% |
| Burlington | 60% | Morris | 88% |
| Camden | 92% | Ocean | 83% |
| Cape May | 88% | Passaic | 80% |
| Cumberland | 69% | Salem | 100% |
| Essex | 74% | Somerset | 79% |
| Gloucester | 90% | Sussex | 65% |
| Hudson | 77% | Union | 75% |
| Hunterdon | 43% | Warren | 92% |
| Mercer | 91% | | |
| | | **Total** | **80%** |

The survey form covered philosophy and goals, curriculum, staffing, methods, staff training, arts resources, arts schools and programs, facilities and equipment, evaluation of student art work, and funding of arts education. **The arts include: visual arts, dance, theatre, music and creative writing.** These are broad areas which encompass many other art forms. For example, in this report, theatre includes film/radio/TV and visual arts includes photography, design and architecture.

### State Overview

There were a total of 1,092,982 students enrolled in New Jersey schools during the 1987-88 school year. 746,086 were enrolled in grades Pre-K to 8 and 346,896 were enrolled in grades 9-12. Of the 2,247 public schools in New Jersey, 1,843 are elementary; 404 secondary.[3]

Of the 97,271 full time educators, 7,335 were administrators, 78,335 were classroom teachers and 11,601 were education support services personnel. Of the 78,335 full-time teachers 34% were teaching elementary and 66% were teaching in a specific subject area. There were 1,990 (3.84%) teachers with the specific subject area assignment of music and 1,923 (3.72%) with the specific subject area assignment in art. Dance had 13 (.02%); theatre had 132 (.25%); and 49 (.09%) teachers had the specific subject area assignment of creative writing.

## PHILOSOPHY & GOALS

The Getty Report[4] identified four disciplined-based components for teaching art:

1. Using artistic forms and media to communicate to others and to express oneself. (Art Making).
2. Understanding, interpreting and judging the arts. (Art Criticism).
3. Learning about the arts, artists and cultures. (Art Heritage).
4. Understanding, valuing and responding to the arts in all forms. (Art Aesthetics).

School district respondents were asked to indicate the proportion of their arts programs that are devoted to each of the four major strands. On the average **57% of all the time spent in arts programs in New Jersey schools is spent on "art making."** The average responses for the remaining strands were closely bunched at around 15% each.

### Priority of Arts Education

What is the place of arts education in the total subject curriculum in New Jersey schools? How important is this discipline in relation to math, science, and physical education? Respondents to the survey were asked their opinion of

what priority important stakeholders such as parents, school board members and the community members gave to arts education. The results are reported in terms of three possible priority level choices provided in the survey question: ***very high, medium and low.*** The following are the overall proportions:

| | Very high | Medium | Low |
|---|---|---|---|
| Board members | 32% | 61% | 7% |
| School administrators | 42% | 56% | 2% |
| Teachers | 34% | 61% | 6% |
| Parents | 28% | 66% | 7% |
| Community members | 20% | 67% | 14% |

The teachers and administrators responding to the survey recognize the importance of arts education in their school districts with an average **38% giving it a "very high" priority, 59% giving it a "medium" priority and only an average of 4% giving it a "low" priority.** The respondents, however, envision that the community's (board members, parents and other community members) interest in the arts is less than theirs with the three "community" groups ranked at an average of 26% "very high" priority, 65% "medium" priority and 9% at a "low" priority. Yet, in an unpublished study conducted by the New Jersey State Council on the Arts which interviewed people throughout the state, ***95% of those interviewed said "the arts should get more emphasis in grade/high schools."***[5]

**Arts Disciplines**

As part of its charge, the Literacy in the Arts Task Force set out to study five major disciplines: visual arts, dance, music, theatre and creative writing. Other arts courses in photography, design, architecture and media arts were not part of this survey but are included in this report from information gleaned in *Vital Educational Statistics 1987-1988.* Educators were asked to indicate how important they felt each of the five disciplines was in their full arts program. The scale provided was: *essential, important, and non-essential.*

The results were as follows:

| | Essential | Important | Non-Essential |
|---|---|---|---|
| Visual Arts | 47% | 51% | 2% |
| Dance | 4% | 36% | 60% |
| Music | 52% | 46% | 2% |
| Theatre | 13% | 60% | 26% |
| Creative Writing | 56% | 43% | 2% |

It is clear that **creative writing, music and visual arts are considered as essential parts of the arts curriculum while dance is not.** Sixty percent (60%) of New Jersey's school districts rank dance as "non-essential." Theatre is also not considered essential by most respondents according to these findings. Still, on the average, about half of all school districts did consider all five of the art forms as an "important" part of their curriculum.

### District Objectives

New Jersey public school districts set critical goals each year to promote school improvement. This local planning process is carried out in cooperation with the state education department. Goals are based on a needs assessment process which examines student academic performance and makes judgments about apparent deficiencies which become the basis of a yearly educational plan. Respondents were asked to indicate whether, as part of this process, there had been an arts education objective for the 1987-1988 school year. Two hundred and forty-three districts (52%) indicated that there was such an objective. **Forty-three percent (202 districts) indicated that they did not have an arts objective within the local planning process for the year.** Twenty-six of the districts did not answer the question.

Of those districts that did have a goal, many used an adaptation of the State goal of: "Acquire the ability and the desire to express himself or herself creatively in one or more of the arts and to appreciate the aesthetic expressions of other people."[6]

## CURRICULUM

The next section of the survey concerns curriculum methods and materials in arts education including the use and dates of curriculum guides, graduation credits, instructional time, course enrollments, and modes of curriculum decision-making.

Curriculum guides are local documents which embody the intent of the local school board in regard to what should be taught in the schools. Guides usually contain learning objectives, suggested activities, and textbook references. These documents guide teaching practice and help to insure that the intent of the board is carried out in providing quality education to all students. Effective guides are comprehensive in that they include a full range of learning objectives and they are developmental in that they provide appropriate activities for each age level of students.

Respondents were asked whether their districts had comprehensive, development guides in the arts. **Eighty-nine percent (418 districts) indicated that they did have such guides in one or more arts education subjects; 6% (43 districts) reported that they did not have such documents.** The following is the complete listing of the number of districts and the types of curriculum materials used in those districts:

| Curriculum Materials | Visual Arts | Dance | Music | Theatre | Creative Writing |
|---|---|---|---|---|---|
| Curriculum Guides | 389 | 44 | 386 | 129 | 298 |
| Commercial Texts | 202 | 8 | 363 | 122 | 246 |
| Commercial Materials | 399 | 13 | 323 | 131 | 207 |
| Periodicals | 328 | 28 | 241 | 105 | 215 |
| Locally Developed Materials | 351 | 43 | 329 | 144 | 272 |
| Media (films, slides, TV etc.) | 378 | 69 | 374 | 167 | 242 |
| Computer Software | 150 | 3 | 158 | 25 | 204 |

N = 471

In general, use of all curricular materials was strongest in the visual arts and music education. The least reported use of such materials is in dance education. Only eight districts reported use of commercial textbooks in this subject as compared with 363 districts using them in music education.

District guides are used most heavily, the survey found, in the visual arts (83%) and in music (83%). The use of these materials in creative writing was also considerable with 63% of districts reporting such use. Commercial textbook use was most prevalent in music (76%), creative writing (51%), and visual arts (42%).

**Currency of Materials**

Respondents were asked to indicate the dates of adoption of guides in arts education in their districts. The averages varied for each grade level. **The overall average age of guides in the arts was four years.** Selecting visual arts as a sample, this was the breakdown of the currency of the guides:

- Twenty percent of elementary school guides were five years or older and 15% had been developed within the year.
- Twenty-eight percent of the guides being used in middle schools were five years or older and 43% have been developed within the year.
- Of the seventy districts with junior high schools 37% had developed their guides within the last year and only 16% had guides that were five years or older.
- There were 175 districts that responded to the high school component of the questionnaire of which 16% had guides that were five years or older and 43% had guides developed in the last year.
- Of the thirty districts responding to the "Special Education" component, 13% had guides that were five years or older and one third had guides that had been developed within the year.

In a recent survey[7] of all school districts throughout the United States, an average of 71% of the school districts had curriculum guides and 40% used texts in the visual arts. **In New Jersey, 83% of school districts use visual arts curriculum guides and 43% use texts.** In music, 75% of all school districts in the United States use curriculum guides and 51% use texts. **In New Jersey, 82% of school districts use the guides in music and compared to the rest of the country, a high 77% use texts.** Combining dance, theatre and creative writing, an average of 41% of school districts throughtout the country used curriculum guides, whereas, **in New Jersey, an average of 33% used curriculum guides in dance, theatre and creative writing combined.** Almost an equal proportion (28% nationwide and 27% statewide) of school districts used texts in the combined art forms of theatre, dance and creative writing.

Other types of commercial learning materials, such as study prints for visual instruction, were used by 84% of New Jersey school districts in visual arts and 70% of the districts used similar materials in music. They were rarely used in dance (6%). Locally developed materials, however, were used by 73% of school districts in visual arts, 69% in music, 31% in theatre and 79% in creative writing. Computer software was used mostly in creative writing (43%), music (34%), and visual arts (32%).

### Non-western Cultures

School districts were asked whether they had incorporated the teaching of non-western cultures into their arts curriculum. **Seventy-seven percent (365 districts) indicated that they had done so; fourteen percent had not and another ten percent did not answer the question.**

Districts were then asked where in their curricula they had incorporated the teaching of non-western cultures. The survey found that most districts have infused this topic into the visual art and music courses at the elementary, middle and senior high school levels. The following is a listing of the areas and grade levels into which this topic is infused:

| | Elemen. | Middle | Junior | Senior | Sp. Ed. | G & T |
|---|---|---|---|---|---|---|
| Visual Arts | 268 | 189 | 64 | 153 | 48 | 60 |
| Music | 273 | 179 | 60 | 121 | 40 | 42 |
| Dance | 55 | 33 | 4 | 20 | 7 | 12 |
| Theatre arts | 32 | 35 | 13 | 80 | 7 | 20 |
| Creative Writing | 120 | 89 | 35 | 82 | 19 | 39 |

N = 471

### Graduation Credits in Arts Education

New Jersey requires one credit year in the arts which includes the fine, practical or performing arts.[8] The practical arts as defined by the state include: all the 1300 series business and office courses (typing, steno, bookkeeping, etc.); the 1700 series of home economics courses (consumer education, child care management, food production etc.); and the 1800 series industrial arts courses (general shop, graphic arts, aeronautics, etc.). **The survey found that only nine districts (2%) required more than the one year credit in the arts for graduation from high school.** However, 302 districts (64%) chose not to respond to this question.

### Full or Partial-Year Programs

Most of the schools in New Jersey have full year programs in the arts. There are 41 districts with elementary schools that have a quarter year or half-year program. There are also 107 school districts with middle schools and 137 districts with either junior or senior high school that have quarter-year or half-year programs as well.

### Arts Enrollments

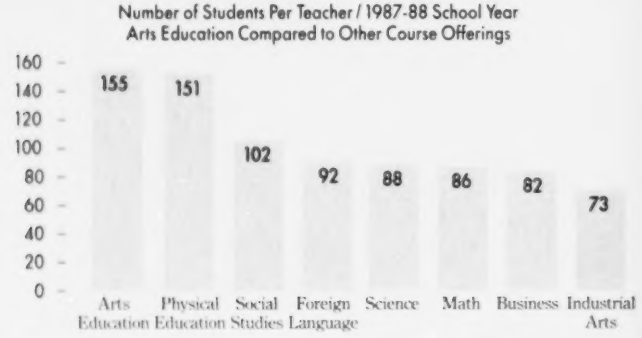
There were slightly more than one million pupils enrolled in New Jersey's public schools in the 1987-1988 school year. In that year, 661 different types of courses were offered and there was a total pupil enrollment figure of 4,431,000. Music enrollment for the state in 1987-88 was 355,000. Enrollment in all other arts courses (visual arts, dance, theatre and creative writing) was 281,800. This represents a total of 636,800 K-12 enrollments in arts education courses. Below is the breakdown in each art form and the number of teachers with arts as a specific subject area assignment.

| Art Form | # of Courses | Enrollments | % of Teachers |
|---|---|---|---|
| Visual Arts | 34 | 261,000 | 1,923 |
| Dance | 4 | 800 | 13 |
| Theatre* | 9 | 12,000 | 132 |
| Music | 28 | 355,000 | 1,990 |
| Creative Writing | 4 | 8,000 | 49 |
| Total | 79 | 636,800 | 4,107 |

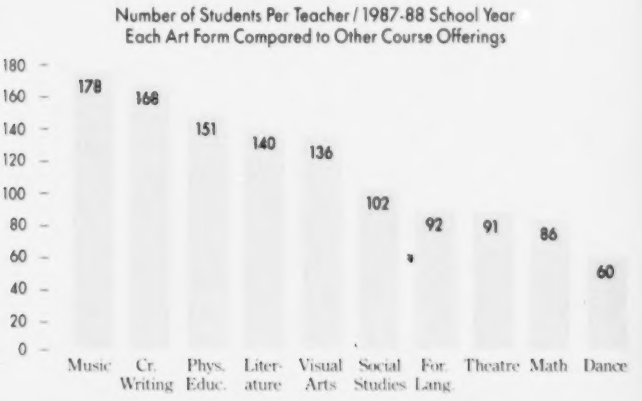
*Theatre includes 6 media arts courses with 4,000 enrollments and 62 teachers

If we compare the *total* arts enrollment to the total number of teachers who have arts as a specific subject area assignment, we find that on the average **each arts educator is responsible for 155 students.** The only other education program that is comparable is physical education where the average

teacher is responsible for 151 students (5,480 teachers for 829,532 enrollments). As is indicated in the chart below, on the average, **arts educators have 75% more students in their classes than do math, science and business course teachers.**




If we study each of the individual art forms separately, we see that the teacher/student ratio in music and creative writing is almost double the number of students in math, science and business. **On the average, each music teacher in New Jersey is responsible for 178 students, each creative writing teacher for 168 and each visual arts teacher has 136 students.** These figures compare to 102 students per teacher in social studies, 92 in foreign languages, 88 in science, 86 in math, 82 in business and office, and 73 in industrial arts.




Another arts-related program, **literature, had 140 students for each teacher.** Without including the 6 media arts courses, **theatre teachers averaged 107 students.** The 60 media arts and 13 dance teachers each averaged 70 and 60 students respectively.

Looking only at arts education we also learn from the department of education's 1987-88 fall report that the average class size for dance, theatre and creative writing is 19 students. However, **the average class size for visual arts and music is 48 students**—over two and one half times the number in other arts classes.

To determine if there had been any significant increases or decreases in enrollment, school districts were asked to indicate their grades 9-12 enrollments in each of the five art forms for the 1986-87, 1987-88, and 1988-89 school years. **There was an increase of about 2% in the total enrollments for arts education (9-12) in 1987-88 and again in 1988-89.** There was a 2% increase in total arts enrollments in 1987-88 over the previous year with an additional 2,600 enrollments. There was a similar increase of about 2,400 enrollments in 1988-89 which represent a 1.8% increase over the previous year.

### Course Offerings in Arts Education

The New Jersey State Board of Education has adopted as one of the State Educational Goals and Standards: "The public schools in New Jersey shall help every pupil in the State: to acquire the ability and the desire to express himself or herself creatively in one or more of the arts and to appreciate the aesthetic expressions of other people."[9] However, **only 402 of 508 school districts (79%) which have elementary schools offer the basic visual arts course "Art-Elementary" (#1200) to their children.** Only 43% of the districts that responded to this survey indicated they had a goal similar to the State Board of Education arts goal within their district.

Although 22 districts report dance enrollment in this survey,[10] only 13 districts are reported offering the basic dance course (#1261) in the department of education report, *Vital Statistics*. One quarter (151) of New Jersey's school districts offer creative writing (#1425). Twelve districts teach writing short stories (#1429), 11 teach playwriting (#1430), and 4 teach the writing of poetry (#1428) as specific courses.

The basic courses Stage/Theatre —Arts & Drama (#1446) taught within Communications and Theatre/Stagecraft I—Basic/Introduction (#1271), taught within Performing Arts are offered in about 180 school districts or 30% of all 592 school districts in the state. The media arts (Film/Radio/TV) are taught in approximately 90 school districts (15%) throughout the state.

*Please refer to appendix for complete listing of all arts courses offered in school districts in New Jersey during 1987-88 school year.*

### Instructional Time in Arts Education

Classroom instructional time provided for selected arts courses was reviewed in *Vital Educational Statistics 1987-1988* and included both elementary and secondary schools. **Elementary schools report providing two 42 minute class periods per week of elementary visual arts education. Secondary schools provide 5 periods per week at 43 minutes each in Art I, and Art II and Art III.** The latter provide roughly the same amount of time for other courses examined.

The National Art Education Association has recommended that elementary students have 100 minutes of visual arts education by a certified arts teacher each week. **In New Jersy, in those school districts teaching elementary art, students receive an average of 84 minutes per week.** The data cannot confirm that the the teachers have "arts" certification.

## STAFFING

The management of any phase of the educational program involves the supervision and evaluation of staff by those who have special training and special expertise. These functions can be carried out by the building principal, a department chairperson in high schools, or central office staff. The survey found that **in 391 districts (83%), the building principal is responsible for both supervision of arts education staff and for their evaluation.** The next group most involved were district directors, supervisors or coordinators. These were involved in supervision in 41% of districts and in evaluation of staff and program in 37% of those responding. Department chairpersons supervised 25% of districts and evaluated staff in 20% of them as is indicated in the table below:

| Title | Supervise | Evaluate |
|---|---|---|
| Assistant/Associate Superintendents | 81 | 82 |
| Directors/Superintendents/Coordinators | 198 | 178 |
| Building Administrators | 391 | 393 |
| Department Chairs | 116 | 98 |
| Other | 32 | 31 |

N = 471

Most respondents (71%) did not answer the item about percentage of the supervisor's time spent on supervision of arts programs. Of the 131 districts that did so respond, the range was from 20% to 40% involvement in 52 districts, or 45% to 60% involvement in 23 districts. Twenty six districts indicated 100% involvement.

## Curriculum Policy and Development

Curriculum is the substance of what is taught in the schools. The determination of that content is a critical concern in any study of an educational program. The issue includes the development of local curricular materials and the selection of commercial or published materials for classroom use. This survey found that various groups are involved in both development of curriculum and in selection of commercial materials for purchase and use in schools.

While all major stakeholders are involved in the processes of curiculum development, those most heavily involved are arts teachers (92% in development and 86% in selection), principals (76% in development and 63% in selection), and other administrators in the order given below:

| Involvement In Curriculum Development | Develop | Select |
|---|---|---|
| Board Members | 218 | 159 |
| Principals | 360 | 300 |
| Arts Supervisors | 207 | 202 |
| Other Administrators | 279 | 239 |
| Arts Teachers | 434 | 412 |
| Other Teachers | 199 | 175 |
| Artists | 40 | 21 |
| Community Leaders | 56 | 24 |
| Students | 86 | 42 |
| Parents | 140 | 63 |
| Consultants | 98 | 62 |

N = 471

Only 8% of the school districts involved artists in the development of curriculum. Parents were involved in the development process in 30% of the districts.

### Instruction in Unique Areas

In New Jersey, music and visual arts are part of a school curriculum much like social studies or foreign language. In dance, theatre and creative writing, however, instruction is provided either within other curricular departments or through co-curricular activities. There were several questions in the survey to determine what the relationship of these art forms was to the rest of the school's curriculum.

**Creative writing instruction is provided in most districts (80%) as a subject that is "infused into the English department" and not as a separate course.** A much smaller proportion (5%) provide a separate creative writing course that is not part of the English program. Thirty-one percent have co-curricular activities which teach or support activities in creative writing.

**Dance instruction is provided within the physical education program in 197 districts (42%), and as a co-curricular or club activity in 129 districts (27%).** Ten percent of the responding districts, however, list it "as part of the curriculum equal to music and art." **Most districts (66%) provide instruction in theatre as a co-curricular activity.** Nineteen percent have theatre as part of the curriculum "equal to music and art." Seven percent include it as part of their speech program and 37% have theatre as a part of their English department.

### Modern Technology in Arts Education

To determine the impact of computers, synthesizers, videodiscs and the videotaping of student's work in the arts, the survey requested information on the use of this equipment in the classroom. The scale provided was: ***currently in use, planned use and no planned use.*** The survey shows that the utilization of modern technology in the classroom centers around the computer. This is especially true in visual arts and music. Thirty-three percent of districts reported using computers in visual arts programs, and an additional 28% reported that they planned such use. An additional group of 91 districts reported that they had no plans for computer use in their visual arts programs. Fifty-six percent of districts reported use of the computer in teaching creative writing. Thirty-four percent reported use of computers in teaching music. **But the most widespread use of modern technology is the use of synthesizers in music classes reported by 247 districts (52%).** The use of videodiscs is a modest 17%. **The use of videotapes to record student work is almost universal with 356 districts (76%) reporting this practice.**

### The Arts and Basic Skills

The relationship of the arts education program and the rest of the curriculum is an important issue in any study of arts programs in the schools. Arts educators can reinforce the basic skills and other aspects of the general curriculum in their arts classes. Conversely, content area teachers can support the specific strands of arts education, especially appreciation and cultural heritage. To what extent does this happen?

**While 90% of arts educators offer reinforcement of the basic skills in their arts classes, respondents to the survey estimate that about 75% of the non-arts subject matter teachers reinforce arts heritage, arts making and aesthetics in their courses.**

| Concepts | Extensive Use | Some Use | No Use |
|---|---|---|---|
| Arts Making | 13% | 76% | 5% |
| Arts Criticism | 3% | 62% | 25% |
| Arts Heritage | 6% | 79% | 9% |
| Aesthetics | 5% | 75% | 12% |

This portion of the survey was designed to determine how many school districts use arts resources (artists and arts organizations) for their students. The questions related to those programs and services that students "experienced as audience" and the number of programs in which students "participated/performed."

**Activities which Students "Experienced as Audience" in their School % of Districts / # of events**

| | Music Perform. | | Museum Outreach | | Dance Perform. | | Theatre Perform. | |
|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # |
| Elementary | 54% | 5 | 20% | 3 | 23% | 2 | 38% | 3 |
| Middle | 35% | 3 | 13% | 2 | 15% | 2 | 25% | 2 |
| Junior High | 13% | 3 | 03% | 2 | 04% | 2 | 08% | 2 |
| Senior High | 59% | 4 | 24% | 3 | — | — | 46% | 3 |

**Activities which Students "Experienced as Audience" in their School % of Districts/# of events**

| | Films | | Lectures/ Demos | | Visiting Artists | | Artists in Residen. | |
|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # |
| Elementary | 25% | 8 | 25% | 5 | 25% | 3 | 10% | 2 |
| Middle | 16% | 4 | 18% | 3 | 06% | 2 | 06% | 1 |
| Junior High | 08% | 6 | 07% | 3 | 05% | 2 | 02% | 2 |
| Senior High | 41% | 9 | 48% | 4 | 43% | 3 | 10% | 1 |

**Music is by far the most popular type of performance that is brought into the schools.** Over 50% of school districts with elementary schools and high schools have about 5 music performances a year. Theatre performances ranked second at the elementary level and lecture/demonstrations ranked second at the high school level. Only 10% of the districts with elementary and high schools had Artists-in-Residence programs but 43% of the high school districts and 25% of the elementary school districts had visiting artists.

**Activities which Students "Experienced as Audience" on Field Trips % of Districts / # of events**

| | Music | | Museum | | Dance | | Theatre | | Films | | Festivals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # | % | # | % | # |
| Elemen. | 36% | 3 | 35% | 5 | 16% | 2 | 36% | 3 | 07% | 3 | 08% | 2 |
| Middle | 25% | 2 | 19% | 3 | 06% | 2 | 19% | 2 | 05% | 2 | 13% | 2 |
| Jr. High | 08% | 2 | 08% | 2 | 03% | 1 | 07% | 2 | 03% | 2 | 05% | 2 |
| Sen. High | 54% | 4 | 54% | 4 | — | — | 58% | 3 | 20% | 3 | 49% | 3 |

Half of the school districts with high schools take their students to music performances, arts festivals and on museum, gallery and artists' studio visits. **Almost 60% of the districts with high schools take students to theatre**

**performances.** About one third of the districts with elementary schools took pupils on field trips to music performances, museums, galleries, or theatre performances.

The next portion of the survey requested information on the activities in which the students themselves "participated or performed".

**Activities which Students "Participated/Performed" in their School**
**% of Districts / # of events**

| | Music | | Art | | Dance | | Theatre | | Films/TV | | Festivals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # | % | # | % | # |
| Elemen. | 58% | 6 | 45% | 4 | 14% | 3 | 25% | 5 | 18% | 3 | 13% | 2 |
| Middle | 38% | 4 | 31% | 3 | 09% | 2 | 21% | 2 | 12% | 2 | 14% | 2 |
| Jr. High | 16% | 4 | 12% | 3 | 01% | 2 | 08% | 2 | 04% | 2 | 05% | 1 |
| Sen. High | 69% | 11 | 61% | 5 | 24% | 2 | 60% | 3 | 29% | 8 | 38% | 2 |

**Activities which Students "Participated/Performed" at another Location**
**% of Districts / # of events**

| | Music | | Art | | Dance | | Theatre | | Films/TV | | Festivals | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | % | # | % | # | % | # | % | # | % | # | % | # |
| Elemen. | 27% | 3 | 27% | 3 | 06% | 1 | 09% | 1 | 03% | 1 | 08% | 1 |
| Middle | 25% | 3 | 21% | 2 | 04% | 1 | 07% | 1 | 04% | 1 | 14% | 2 |
| Jr. High | 09% | 5 | 08% | 2 | 01% | 1 | 02% | 1 | 01% | 1 | 06% | 2 |
| Sen. High | 64% | 11 | 56% | 3 | 17% | 3 | 33% | 3 | 14% | 3 | 45% | 3 |

**Over half of all school districts (258 out of 508) with elementary schools reported 1 to 10 musical performances by their students in their schools during the school year.** Thirty-seven of the districts reported a range from 10 performances to as high as 86 such musical events in a single year. The proportion was even higher in schools grade 9-12 where **69% of school districts with high schools had music performances by their students.** Half of those districts offered from 1 to 7 events in the course of the year and the other half ranged from 8 to 91 events. 64% of these districts had their students perform at other locations with 70 of those districts performing from 10 to 99 times during the course of the year.

**Art exhibits at the high school level were offered by 61% of those school districts. About 45% of the school districts with elementary schools provided exhibition opportunities** for their pupils with 10% of those districts offering 10-50 exhibit opportunities in the course of the year.

The next question which followed in the survey was to determine whether or not these arts resources were integrated into the curriculum. The question was "are the uses of arts resources listed above part of a planned developmental sequence of learning activities?" Respondents could answer *yes or no.* **Seventy-five percent of the responding districts use arts resources to support their curriculum and 20% do not.**

As a means of helping arts providers learn how educators find out about arts resources, the survey questionnaire asked how school districts "learn of the availability of such arts resources."
The results:

| | |
|---|---|
| Direct Mailings | 442 |
| Newsletters | 343 |
| Periodicals | 319 |
| Newspapers | 340 |
| Resource Guides | 215 |
| Conferences | 288 |
| Oral (Word of Mouth) | 359 |
| Other Means | 65 |
| N = 471 | |

The most used means of communication is **direct mail which in this instance reached 90% of the target group.** Word of mouth is the second most effective means of communicating this information. Resource guides and directories usually list artists, arts organizations and other arts providers with fee schedules and the types of programs and services available. The survey determined that this was the least effective instrument used by educators to make their arts resource decisions.

## ARTS SCHOOLS AND SPECIAL ARTS PROGRAMS

Because of the availability of special arts programs for New Jersey students (magnet schools, special vocational programs, New Jersey School for the Arts, Governor's School of the Arts, etc.), the survey asked how many school districts use these various programs and services for their students. There was the additional request for information that asked school districts to distinguish whether students were sent to programs that had "open" or "selective" enrollment. Open enrollment implies that there are no special requirements for a student to enter the program. Programs with selective enrollment would require auditions, portfolios or prerequisite courses of study. Only 44 school districts use magnet or special schools in the arts "with selective enrollment." Sixteen districts use special high schools or magnet schools "with open enrollment."

As a follow up, the question was asked if these special arts programs were offered ***within the district*** or ***outside the district***. There was also a request for information to determine whether there was an open enrollment or selective enrollment policy. Responses were: 66 school districts sent students to a program within the district that had "open enrollment" and 89 sent students to programs that had "selected enrollment."

Another question was whether or not school districts send students ***outside the district*** to special program(s) with either open or selective enrollment. Responses were: 18 school districts sent students to programs outside the district that had an open enrollment policy and 93 districts sent students outside the district with a selective enrollment policy.

## FACILITIES & EQUIPMENT

An effective arts education program requires facilities and equipment which makes it possible to teach the many aspects of a comprehensive program which supports student learning. This includes specially equipped rooms, instruments, projectors, computer hardware and software, and art supplies, for example.

This survey found varying degrees of adequacy in regard to both facilities and equipment in New Jersey public schools. For example, 302 districts reported having elementary or middle schools with auditoriums. This is 59% of the 508 districts which include elementary and middle schools in the state. But 203 of the 280 districts with high schools have such facilities. Most elementary schools districts have cafetoriums rather than auditoriums.

The survey also found that in elementary districts, or districts which include elementary schools:

- ► Fifty-three percent have music rooms.
- ► Fifty-three percent have art rooms.
- ► Only thirteen percent have music practice rooms.
- ► Very few districts had darkrooms or dance studios.

Regarding districts which include middle and junior high schools, the data are difficult to interpret because, while there are only 63 approved junior high schools in the state, there are numerous other districts which refer to schools as junior high schools. Hence, for purposes of this anlaysis, the numbers of such schools are combined. There are 258 schools with a grade span that could be considered middle or junior; specifically grades 7 and 8. Of this group, using survey data, the following are the survey findings:

- ► Seventy-six percent had auditoriums.
- ► Fifty-five percent have music practice rooms.
- ► All have art rooms.
- ► Few have dance studios, visual arts studios or small theaters.
- ► Twenty-six percent have photographic darkrooms.

Finally, for high school facilities in districts which include at least one high school or have many, the following results were obtained:

- Seventy-six percent have art rooms.
- Seventy-five percent have music rooms.
- Seventy-three percent have auditoriums.
- Sixty-one percent have music practice rooms.
- Theaters, and visual arts and dance studios are found in only a few districts.

### Equipment

In arts programs, equipment is needed in theaters, studios, photographic laboratories, and includes a broad array of often costly items such as kilns, musical instruments, printmaking devices, sound and lighting equipment and computer hardware and software.

**In general, elementary districts tended to report having more equipment on hand than the other school levels.** It sould be remembered that these data were reported by district, not by school and that reported frequencies mean that some schools in that district of a given type have the specified item but not necessarily all of the schools.

Elementary schools are best equipped with art supplies (75%), musical instruments (69%), projectors (69%), and video equipment (67%). Middle schools are best provided with art supplies, projectors, and musical instruments. Junior and senior high schools have the same profile with better provisions in the area of photographic equipment.

## EVALUATION

Art educators use a variety of procedures for evaluating student growth and development, including tests, product evaluations and portfolio reviews. **This survey found that the most frequent use of most of these evaluation procedures occurs in visual arts, music and creative writing.** In numbers of districts reporting use of these procedures, the data for most frequent methods used were as follows:

| Procedure | Art | Music | Writing |
|---|---|---|---|
| Teacher-made Tests | 303 | 367 | 253 |
| Product Evaluations | 402 | 224 | 298 |
| Performance Evaluations | 268 | 384 | 169 |
| Portfolio | 234 | 18 | 91 |
| Standardized Tests | 23 | 46 | 87 |

N = 471

In those few districts where dance is taught, performance evaluation is most often used, followed by teacher-made tests and product evaluations. In theatre, the most common evaluation procedure (used in 180 districts) was performance evaluation, followed by teacher-made tests (126) and product evaluation (103). Only two districts had standardized tests in dance and 4 districts had them in theatre. On the average 26 districts used artists to evaluate students in each of the art forms (from a high of 52 districts in visual arts to 9 in dance.).

## FUNDING

Because too few of the districts responded to this section of the survey, an overall analysis cannot be made on funding for arts education in New Jersey. The following information may be used as an *indication* of funding information from the data that was collected.

To measure the support for arts education programs from sources *outside of the regular school budget*, the survey requested each district to provide the total amounts of funds contributed for that purpose. Contributions to the 83 school districts with elementary schools that responded to this question ranged from $100 to $97,000; in the 36 districts with middle schools from $100 to $17,000; in the 9 districts with junior high schools from $250 to $3,500; and in the 32 districts with high schools that responded to the survey, the contributions ranged from $275 to $44,735. **The total amount of money raised by these 160 school districts was $715,000 for an average of $4,500 per district.** If this amount per district is *projected* to all 592 operating districts in the state, then approximately $2.5 million is raised annually outside of school funds to provide support for arts education programs. This is compared to arts education support by the Geraldine R. Dodge Foundation in the amount of $1 million and the New Jersey State Arts Council support of $1.5 million in Fiscal Year 1990.

Of the districts that responded in this category, we learn that the monies were used as follows:

- Professional Staff Development in the Arts (4%)
- Purchase of Materials (13%)
- In-District Special Programs in the Arts (22%)
- Arts Resources such as Field Trips (27%)
- Other Arts Resources such as Visiting Artists, Exhibits, Performances (31%)

**A major source of these additional funds came from parent organizations.** Other sources included grants, foundation support, admission fees, private donations and special fundraising activities.

## Number of School Districts Which Offered Arts Courses In 1987-1988

| Course # | Course Title | K-8 | 9-12 | K-12 | Spec.* | Total |
|---|---|---|---|---|---|---|
| **Visual Arts** | | | | | | |
| **Art:** | | | | | | |
| 1200 | Art-Elementary | 367 | 3 | 19 | 13 | 402 |
| 1201 | Art I Elementary-Basic/ Introduction | 11 | 154 | 54 | 11 | 219 |
| 1202 | Art II Intermediate | 23 | 140 | 13 | 8 | 184 |
| 1203 | Art III | 3 | 120 | 3 | 7 | 133 |
| 1204 | Art IV | 1 | 1 | 87 | 7 | 96 |
| 1205 | Art Appreciation | 3 | 19 | — | 1 | 23 |
| 1210 | Art History | 4 | 17 | — | — | 21 |
| 1229 | Art Independent Study | 4 | 26 | — | 3 | 33 |
| **Crafts:** | | | | | | |
| 1230 | Crafts-Elementary | 10 | 5 | — | 4 | 19 |
| 1231 | Crafts I-Basic Introduction | 2 | 73 | 2 | 5 | 82 |
| 1232 | Crafts II Intermediate | — | 19 | 1 | 1 | 21 |
| 1233 | Crafts III | — | 12 | — | — | 12 |
| 1234 | Crafts IV | — | 7 | — | 1 | 8 |
| 1235 | Crafts Studio | — | 9 | — | — | 9 |
| 1236 | Ceramics | 2 | 65 | 4 | 4 | 75 |
| 1237 | Jewelry | 1 | 18 | — | 1 | 20 |
| 1238 | Leather | — | 1 | — | — | 1 |
| 1239 | Pottery | 1 | 8 | — | — | 9 |
| **Fine Arts:** | | | | | | |
| 1241 | Media-Comp.-Design I Basic/Introduction | 4 | 66 | 2 | 5 | 77 |
| 1242 | Media-Composition-Design II | 1 | 35 | 1 | 1 | 38 |
| 1243 | Studio Art | — | 57 | 2 | 3 | 62 |
| 1244 | Painting-Drawing-Basic/ Introduction | 1 | 88 | 6 | 6 | 101 |
| 1245 | Painting-Drawing II | — | 42 | 1 | 2 | 45 |
| 1246 | Brush/Oil | — | 8 | — | 1 | 9 |
| 1247 | Charcoal | — | 3 | — | — | 3 |
| 1248 | Pen/Pencil | 1 | 6 | — | — | 7 |
| 1249 | Water Colors | 1 | 4 | — | — | 5 |
| 1250 | Silk Screen | 1 | 3 | — | — | 4 |
| 1251 | Sculpture | 3 | 18 | — | 2 | 23 |
| **Applied Art:** | | | | | | |
| 1281 | Calligraphy | 1 | 10 | 1 | — | 12 |
| 1282 | Cartooning | — | 7 | — | — | 7 |
| 1283 | Illustration | 1 | 29 | — | 1 | 31 |
| 1284 | Photography | 1 | 84 | 2 | 4 | 91 |
| 1285 | Print Making | 1 | 11 | 1 | 1 | 14 |
| **Dance** | | | | | | |
| **Performing Arts:** | | | | | | |
| 1261 | Dance I-Basic/Introduction | 1 | 11 | — | 1 | 13 |
| 1262 | Dance II | 2 | 5 | 1 | — | 8 |
| 1263 | Ballet | — | — | — | — | 0 |
| 1264 | Ball Room | — | — | — | — | 0 |
| 1265 | Jazz | — | — | 1 | — | 1 |
| 1266 | Modern (All Others Not Above) | — | 2 | — | — | 2 |

*Spec includes Special Education, Gifted & Talented, and the non-coded programs when listed exclusively

| Course # | Course Title | K-8 | 9-12 | K-12 | Spec.* | Total |
|---|---|---|---|---|---|---|
| **Theatre (Media Arts)** | | | | | | |
| **Performing Arts:** | | | | | | |
| 1271 | Theatre/Stage Craft I-Basic/Intro. | 6 | 16 | 2 | 5 | 30 |
| 1272 | Theatre/Stage Craft II | 1 | 12 | — | 2 | 15 |
| 1273 | Cinematography | — | 3 | — | — | 3 |
| 1274 | Television Production | 2 | 7 | — | 4 | 13 |
| **Communications:** | | | | | | |
| 1445 | Radio Broadcasting | — | 13 | 1 | 1 | 15 |
| 1446 | Stage/Theatre-Arts and Drama | 6 | 126 | 11 | 7 | 150 |
| 1447 | Cinema/TV Productions | 6 | 47 | — | 5 | 58 |
| **Vocational:** | | | | | | |
| 2643 | Radio Broadcasting: District Number not available-Total students enrolled: 53 | — | — | — | — | — |
| 2645 | Television Production: District Number not available-Total Students Enrolled: 630 | — | — | — | — | — |
| **Music** | | | | | | |
| **Appreciation—Comprehension—History and Theory:** | | | | | | |
| 2100 | Music Comprehensive-Grades K-6 | 330 | — | — | — | 330 |
| 2101 | Music Comprehensive-Grades 7-8 | 158 | — | 3 | 43 | 204 |
| 2102 | Music Comprehensive-Grades 9-12 | 1 | 26 | 4 | 4 | 31 |
| 2103 | Music Appreciation | 17 | 46 | 5 | 11 | 79 |
| 2104 | History of Music | 4 | 15 | 2 | — | 21 |
| 2105 | Music Theory I | 5 | 125 | 4 | 8 | 142 |
| 2106 | Music Theory II | — | 44 | — | 1 | 45 |
| 2107 | Arranging-Composing-Conducting | 1 | 12 | — | 1 | 14 |
| 2108 | Orchestration | — | 4 | — | 1 | 5 |
| **Instrumental:** | | | | | | |
| 2110 | Music Instrumental-Grades K-6 | 245 | — | 3 | 13 | 261 |
| 2111 | Music Instrumental-Grades 7-8 | 192 | 1 | 5 | 13 | 211 |
| 2112 | Music Instrumental-Grades 9-12 | 1 | 81 | 9 | 5 | 96 |
| 2113 | Instrument Lessons | 49 | 91 | 67 | 16 | 223 |
| 2114 | Band | 64 | 93 | 78 | 12 | 247 |
| 2115 | Concert Band | 24 | 49 | 11 | 4 | 88 |
| 2116 | Dance Band | — | 2 | — | — | 2 |
| 2117 | Jazz Band | 9 | 38 | 1 | 1 | 49 |
| 2118 | Marching Band | — | 35 | 6 | 4 | 45 |
| 2119 | Ensemble | 5 | 23 | 2 | 1 | 31 |
| 2120 | Orchestra | 19 | 32 | 21 | 3 | 75 |
| **Vocal:** | | | | | | |
| 2130 | Chorus-Grades K-6 | 191 | 1 | 1 | 9 | 202 |
| 2131 | Chorus-Grades 7-8 | 162 | 1 | 5 | 9 | 177 |
| 2132 | Chorus-Grades 9-12 | — | 178 | 7 | 12 | 197 |
| 2133 | Advanced Chorus | 4 | 52 | 4 | 7 | 67 |
| 2134 | Acappella Choir | 1 | 11 | — | 3 | 15 |
| 2135 | Concert Choir | 5 | 86 | 2 | 3 | 96 |
| 2136 | Gospel Choir | — | 3 | — | — | 3 |
| 2137 | Madrigal Choir | 1 | 19 | 1 | 1 | 22 |

*Spec includes Special Education, Gifted & Talented, and the non-coded programs when listed exclusively

| Course # | Course Title | K-8 | 9-12 | K-12 | Spec.* | Total |
|---|---|---|---|---|---|---|
| **Creative Writing** | | | | | | |
| 1425 | Creative Writing | 25 | 109 | 12 | 5 | 151 |
| 1428 | Poetry | — | 6 | — | — | 6 |
| 1429 | Short Stories | — | 11 | — | 1 | 12 |
| 1430 | Stage Writing-Plays | 3 | 7 | — | 1 | 11 |
| **Literature** | | | | | | |
| **Literature:** | | | | | | |
| 1451 | Literature-I | 16 | 26 | 1 | 5 | 48 |
| 1452 | Literature-II | 5 | 17 | — | — | 22 |
| 1453 | Literature-III | — | 21 | — | — | 21 |
| 1454 | Literature-IV | — | 35 | — | — | 35 |
| **Geographical Area:** | | | | | | |
| 1455 | African Literature | — | 3 | — | 1 | 4 |
| 1456 | American Literature | — | 48 | — | 2 | 50 |
| 1457 | Asian Literature | — | 3 | — | — | 3 |
| 1458 | English Literature | — | 46 | — | 3 | 49 |
| 1459 | European Literature | — | 2 | — | 1 | 3 |
| 1460 | Greek and Roman Literature | — | 7 | — | — | 7 |
| 1461 | World Literature | — | 36 | 1 | 2 | 39 |
| 1462 | Eastern World Literature | — | 2 | — | — | 2 |
| 1463 | Western World Literature | — | 7 | — | — | 7 |
| **Literary Form:** | | | | | | |
| 1465 | Autobiography/Biography | 3 | 5 | — | 2 | 10 |
| 1466 | Biblical Literature | — | 1 | 1 | — | 2 |
| 1467 | Mythology | 1 | 12 | — | — | 13 |
| 1468 | Novel-(Biographical/Historical/ Mystery/Romance) | — | 17 | — | — | 17 |
| 1469 | Philosophy | 1 | 8 | 2 | — | 11 |
| 1470 | Plays | 1 | 4 | — | 1 | 6 |
| 1471 | Poetry | — | 4 | — | — | 4 |
| 1472 | Short Stories | 1 | 9 | — | — | 10 |
| **Literary Periods:** | | | | | | |
| 1475 | 17th Century Literature | — | 1 | — | — | 1 |
| 1476 | 18th Century Literature | — | — | — | — | 0 |
| 1477 | 19th Century Literature | — | 2 | — | — | 2 |
| 1478 | 20th Century Literature | — | 12 | — | — | 12 |
| 1479 | Ancient Literature | — | 2 | — | — | 2 |
| 1480 | Medieval Literature | 1 | — | — | — | 1 |
| 1481 | Age of Shakespeare | 7 | 20 | 1 | 1 | 29 |
| 1482 | Modern Literature | 3 | 20 | 1 | 1 | 25 |

***Spec** includes Special Education, Gifted & Talented, and the non-coded programs when listed exclusively

End Notes

[1]New Jersey Department of Education. *Vital Educational Statistics, Vol. I & II., 1987-88.*
[2]An MIS (Management Information Systems) number was assigned to the survey by the New Jersey Department of Education to ensure a response by school districts.
[3]Approximately 25 of these secondary schools include 7th and 8th grades. Please refer to Vital Educational Statistics *1987-1988, Volume I*, page 9.
[4]Getty Center for Education in the Arts. *Beyond Creating: The Place for Art in America's Schools.* Getty Center: Los Angeles, California 1985.
[5]Unpublished report by the New Jersey State Council on the Arts on Values & Lifestyles (VALS).
[6]New Jersey Administrative Code 6:8-2.1(b)9.
[7]"Public School District Policies and Practices in Selected Aspects of Arts & Humanities Instruction" by U.S. Department of Education, Office of Educational Research and Improvement through its Fast Response Survey System (FRSS). Washington, DC.
[8]New Jersey Administrative Code 6:8-7.(c)6
[9]Ibid.
[10]Some of these districts may offer dance credit in Physical Education rather than in the Performing Arts.